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ABSTRACT

Barriers re-entry women often face as they enroll, or attempt to enroll, in undergraduate and graduate degree programs on a part-time basis are discussed, and recommendations for change are offered. A wide range of possible actions is outlined so that institutions can pursue those most appropriate to their individual circumstances. Suggestions on what the institution can do are provided in the following areas: recruitment, admissions, registration, financial aid, transfer policies and residency requirements, flexible course scheduling, graduate study, and support services. The following support services are considered: information services: extended hours: child care: transportation to and from campus, and transportation on campus: housing: food service: medical insurance, health care services, and emergency contact: basic skills and refresher courses: student employment: graduate placement services: and extracurricular activities. Common institutional attitudes and policies concerning the part-time student, and institutional and individual benefits of part-time study are considered. The following alternatives to part-time study are described: evening programs, summer programs, weekend colleges, cooperative education and internships, and external degree programs. An annotated bibliography is included, as is a field evaluation questionnaire for the draft of this paper. (SW)

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Field Evaluation Draft

project on the status and education of women

Re-entry Women: Part-Time Enrollment, Full-Time Commitment*

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WANTED: Your Opinion

As part of its WEEA project on the educational needs of re-entry women and other nontraditional postsecondary students, the Project on the Status and Education of Women seeks your reactions and comments on each one of the papers developed. Please help us by filling out the brief questionnaire at the back of this paper and return it by December 15, 1980 in the pre-paid envelope we have provided. We look forward to receiving your suggestions.

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INTRODUCTION

A major concern for postsecondary institutions is the projected decline in the number of 18-22 year olds over the next twenty years. Recent estimates range from a 25 percent drop in high school graduates by 1992 to a 33 percent decline in overall college enrollment by the year 2000.[1] However, while the enrollment of full-time traditional college age students is declining, that of part-time adult students is skyrocketing. Between 1972 and 1979, total college enrollments increased by 2.3 million; about half this group were part-time students age 25 and over. In large measure, this growth is due to the enrollment or re-enrollment of adult women, who outnumber men in the 35 and over age group by roughly 2 to 1, and whose attendance at postsecondary institutions has led women to outnumber men students for the first time since World War II.[2]

Women have generally been more likely than men to attend school on a part-time basis, and adult women are now doing so in greater numbers than ever before. Many of these are re-entry women—women who have interrupted their education for at least a few years and are now re-entering college. Most re-entry women seek degrees, particularly for job or career advancement. For many re-entry women—as well as for part-time women students generally—the decision to attend school on a part-time basis is a matter of necessity rather than choice. A variety of factors, such as full-time employment, financial constraints and/or family obligations make it difficult or impossible for most re-entry women to return to school full-time, and also place additional burdens on those who do attend part-time.

Is the Part-Time Student Really "Serious"? Institutional Attitudes and Policies

> *The 'seriousness of purpose argument' [against part-time students] is . . . pervasive . . . This is particularly true of adults and returning women.*
>
> **—The Determination of the Financial Need of Adult Part-Time Students in Postsecondary Education[3]**

Any student who does not attend school full-time may automatically be viewed as uncommitted, frivolous, or seeking "fulfillment" rather than academic achievement. However, the part-time re-entry woman is as serious academically as her younger full-time classmates despite differences in courseload and limited

* This paper was written by Roberta M. Hall. Staff from the Women's Re-entry Project and the Project on the Status and Education of Women also contributed to the research and development of this paper. Renee Creange did some of the initial research.

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time on campus. She often makes many sacrifices to return to school, and, once on campus, may outperform traditional students. Indeed, individual re-entry students earn higher grade point averages when they return to school than when they were previously enrolled,[4] while the completion rate for courses enrolled in by part-time students is higher than that of full-time students.[5] Unfortunately, however, many colleges and universities have traditionally viewed *both part-time and adult* students as not "serious" and as peripheral to their institutional goals. This attitude, shared by most private and public educational funding sources, has helped shape many institutional policies and practices affecting part-time students in the following areas:

- recruitment, admissions and registration
- financial aid
- course scheduling and residency requirements
- support services
- graduate degree study

Institutional policies governing part-time students, although ostensibly fair because they effect both men and women, are nevertheless likely to affect many more women than men students—especially older women students. Some women's organizations claim that such policies may violate both Title IX of the Education Amendments of 1972[6] and the Age Discrimination Act of 1975[7] because of their disproportionate effect on women. Re-entry women in particular may be doubly disadvantaged by policies that make earning a degree as a part-time student difficult or impossible, and by the attitude on the part of faculty, staff and full-time students that part-time status means less than full academic commitment. The procedural and psychological barriers created by this attitude and the policies they have fostered may be further intensified for those re-entry women who, despite their ambition and commitment, may initially lack confidence in their abilities.

Part-Time Study: Institutional and Individual Benefits

Part-time degree programs can offer both institutions and re-entry women many benefits. As the number of traditional full-time student declines, more and more institutions are turning toward part-time adult students—many of whom are re-entry women—to maintain enrollments. Fees paid by evening and part-time students allow many institutions to maintain staff and facilities they would otherwise be unable to support.[8] Class participation by older part-time students, including re-entry women, often provides mature perspectives in a variety of subject areas. And, while part-time study requires re-entry women to juggle multiple responsibilities, it also offers them the opportunity to ease back into the academic context, to test abilities and commitments, and to move confidently toward the completion of degree work.

As increasing numbers of re-entry women enroll in part-time study, institutions may wish to evaluate their part-time degree programs and related support services to determine whether they effectively attract and serve this growing constituency.

This paper discusses barriers re-entry women often face as they enroll—or attempt to enroll—in undergraduate and graduate degree programs on a part-time basis, and makes recommendations for change.[9] Many of the recommendations are based on policies and programs already in effect on various campuses around the country. Some are drawn from separate papers published by the Project on the Status and Education of Women which deal at length with institutional policies as they affect re-entry women. These include papers on recruitment and admissions, transfer policies, residency and graduation requirements, financial aid, child care, counseling, basic skills programs, support services and graduate study.[10] Part-time study, experiential learning, and non-standard credit programs are also discussed in the Project's paper "Obtaining A Degree: Alternative Options for Re-entry women."[11]

A wide range of possible actions is included in this paper, so that institutions can pursue those most appropriate to their individual circumstances. Because many of the barriers which limit the access of re-entry women to full participation in part-time degree programs also limit the access of other nontraditional students, institutions are likely to find many of the issues and recommendations treated in this paper helpful in increasing educational opportunities for other student groups. Moreover, substantial numbers of 18-22 year old students, whether by necessity or by choice, are now attending college on a part-time basis, and a significant number of full-time students also participate in part-time programs.[12] Thus, an institutional evaluation of attitudes, policies and practices affecting part-time degree students will benefit not only those adult, minority, and re-entry women students who are proportionally most affected, but traditional students as well.

RECRUITMENT, ADMISSIONS AND REGISTRATION

Recruitment[13]

Increasingly, colleges and universities have begun outreach programs and recruitment efforts aimed specifically at adult women and other students who may wish to attend school part-time. Indeed, publicizing the availability of part-time programs can serve as a recruiting device not only for re-entry women but also for traditional students who cannot afford full-time study or who prefer to attend part-time, as well as for minority and other special student populations—such as displaced homemakers, senior citizens and handicapped persons—who may wish to test out their desire and ability to engage in college study.

What the Institution Can Do

- **Assess how effectively current recruiting policies reach those re-entry women most likely to enroll on a part-time basis,** such as:
  - women with pre-school or school age children
  - single parents
  - working women

THE PART-TIME DILEMMA

Donna L. recently interviewed for a management position with her company. During the interview, one of the interviewers noted that she earned her B.A. as a part-time student and asked if it was a 'valid degree.'

Lisa R., whose education was interrupted in her junior year, needs to complete her bachelor's degree in order to be promoted within her company. Lisa's two children, however, are still in elementary school, and family combined with job responsibilities make it impossible for Lisa to carry more than three credits a term. A single parent, Lisa needs financial aid to be able to return to school at all. She does not know that she may be eligible for aid even if she enrolls on a less-than-half-time basis.

Elizabeth J. graduated from a community college with an associate's degree. She intended to pursue a B.A. at a nearby university, but discovered—much to her disappointment—that she could not earn a B.A. if she enrolled only for evening classes.

Marie S., a counseling major, had to quit her job—thus losing seniority—in order to fulfill the field work requirements for her degree. After she finished her field work and earned her degree, however, she was unable to find a full-time counseling position. Ultimately, she had to seek other employment and start at the bottom again.

Barbara S. was a part-time graduate student when her two children were pre-schoolers. After she had accumulated 18 graduate credits—the maximum number of part-time credits allowed toward a graduate degree at her institution—she had to enroll full-time. Unable to handle a full-time courseload in addition to her demanding family responsibilities, Barbara dropped out at midsemester. She had to wait five years before she could resume full-time graduate study.

- minority women
- women without any college experience
- women who want to complete previously started undergraduate degrees
- women who want to begin or resume graduate study[14]

- **Develop and disseminate information on part-time programs throughout the community in those places likely to be used by potential part-time re-entry women and other potential part-time students,** such as:
  - nursery schools and day care centers
  - elementary and secondary schools
  - minority organizations
  - libraries
  - government offices
  - local industry and business groups
  - community organizations
- **Determine whether special recruiting strategies should be directed at particular groups.** Alverno College (WI) distributed a poster picturing a young woman with a baby and asking "Ready to go back to school?" Many institutions make an effort to include information on part-time study in materials designed for minority students and other special populations.
- **Offer reduced tuition for the first group of credits taken by returning students, including re-entry women, who have been out of school for an extended period.** Mount Vernon College (DC) offers a half-rate tuition for the first six credits taken by students who have not been enrolled in school full-time for at least three years. This reduction is highlighted in its brochure of course listings, which is reprinted in neighborhood newspapers. The College of St. Catherine (MN) has a similar program.
- **Set up a central "hot line" prospective re-entry students can call for course and related information. Include evening and weekend hours of operation, and/or provide recorded messages.** To maximize the effectiveness of this service, direct the call to a re-entry program's office or women's center, where a single counselor or other staff person is likely to be able to answer questions in several areas, or to know exactly where to refer the caller.
- **Provide a "hot line" specifically for information about part-time adult admissions.** Be certain this line is in operation during the evenings and on weekends, and/or provide a taped message with a number to be called for additional information. Some institutions operate admissions information lines on a 24-hour basis.

Admissions[15]

"Recently I had a thirty-five year old woman tell me that the faculty in her department initially did not want her admitted to the program, frankly because at her age they felt she was too old to be able to learn."

—Administrator, women's re-entry program, urban college, 1908

While some institutions have begun to devise appropriate admissions policies for adults, admission to degree programs continues to be a major obstacle for many re-entry women. They may have to contend with seemingly objective admissions policies which may inadvertently discourage them, such as requiring recommendations from previous professors or teachers despite the fact that such recommendations may be difficult or impossible to obtain if the prospective student has been out of school for a lengthy time. They may

also have to deal with attitudes and actions on the part of admissions staff that may, by implication or intent, have a discriminatory effect. For example, women who have previously attended school on a part-time basis and/or who wish to enroll part-time may find both their past and present commitment questioned.

Admissions policies and practices regarding part-time re-entry women vary widely from institution to institution. Many colleges and universities are reluctant to admit re-entry women to part-time degree programs; however, a small but increasing number of institutions have found ways to welcome them. Some colleges and universities are beginning to offer part-time degree programs aimed specifically at adult students. Application and admission procedures in these programs may be more appropriate for adult women who have been away from an academic setting. Adults resuming their education on a part-time basis may not be required to present all the criteria—e.g., SAT (Scholastic Aptitude Test) scores, etc.—still required by some institutions for full-time undergraduate enrollment. In such instances, it may be easier for re-entry women to cross the admission barrier as part-time students.

An institution can take many steps to ease the admission process for part-time re-entry women. It can also provide a number of options both for itself and for the re-entry women it enrolls in part-time degree programs to insure maximum flexibility and maintenance of academic standards.

What the Institution Can Do

- **Evaluate admissions criteria for adult part-time students to be certain there are no inadvertent barriers or hardships for re-entry women.**
- **Develop a favorable policy for part-time students and disseminate it to faculty, staff and students.**
- **Publicize admissions criteria for part-time adult students both on and off campus.**
  - Provide this information to relevant campus offices and centers—e.g., financial aid, re-entry or continuing education office, campus women's center, etc.
  - Distribute this information in places likely to be frequented by potential re-entry women, and include it in brochures aimed at older students. The University of Southwestern Louisiana includes such information in its DOORS (Diversified Opportunities for Older and Returning Students) brochure.
- **Use the adult education or re-entry office staff as liaison to help re-entry women deal with the admissions, financial aid, and related offices.** Counselors with the Program for Returning Students at the University of Maryland help re-entry women work out the details of part-time and full-time university admissions.
- **Train admissions staff to increase their awareness about part-time re-entry women and their capabilities.**[16] As part of this effort, hold a joint meeting of admissions staff with both re-entry counselors and currently enrolled re-entry women students.
- **To insure proper consideration and placement of part-time re-entry women, be certain that admissions personnel are aware of institutional policies regarding CLEP (College Level Examination Program) and other means of giving credit for academic and/or experiential learning.**[17] Explain these options in admissions/recruitment materials where appropriate.
- **Assign each part-time re-entry woman an advisor from the time she applies until she completes her program.** Such an advisor may be on the staff of the re-entry or continuing education office.
- **Extend admissions office hours to include evenings and weekends.** If budgetary constraints preclude regular additional hours, open the office later in the morning, so it can remain open later that evening. Hood College (MD) offers extended hours for many of its offices.
- **Allow a prospective re-entry student to take one course for credit on a conditional basis to assess and test her interests and abilities.**
- **Reserve several openings each fall for returning adults, including re-entry women, who desire "to resume their education on a part-time matriculated basis."**[18]

Registration

While registration can be a time-consuming and frustrating experience for any student, it can constitute a significant barrier with long term consequences for the re-entry woman enrolled or attempting to enroll in a part-time degree program. Most part-time re-entry women are unable to spend a day or longer standing in lines to register for classes because of work or family responsibilities—as well as the possibility of attendant loss of salary and/or child care expenses. More importantly, part-time degree students often have complicated schedules which make it difficult to arrange their classes, particularly when required courses are offered infrequently or rarely during those hours they are able to attend. Thus, being "closed out" of specific classes may effectively inhibit their access to higher education.[19]

What the Institution Can Do

- **Evaluate registration procedures for any negative impact on part-time students.** In some institutions, part-time students may register only after full-time students have registered.
- **Consider allowing part-time students to register *before* full-time students.** Recognizing the complicated nature of part-time students' schedules, Sullivan County Community College (NY) reversed the "usual" order of registration.[20]
- **Set aside some spaces in daytime classes for adult part-time students, including re-entry women,** so they will have access to class in day as well as evening sessions.
- **Allow for registration by telephone and/or by mail.**

Students in some metropolitan areas can register for courses at a number of institutions by calling a central number and charging course fees to a credit card.[21]

- **Set up a one-step registration process.** The Diversified Opportunities for Older and Returning Students (DOORS) at the University of Southwestern Louisiana features a computerized registration process which allows students to apply for admission, select courses, and pay fees in an average of 15 minutes. (Up to 15 hours of academic credit earned as a DOORS student can be applied toward a USL degree.)
- **Vary the priority of registration depending upon the nature of the classes.** Indiana University has provided two types of evening classes: regular on-campus classes offered in late afternoons and evenings, and courses sponsored by the School of Continuing Studies. On-campus students have been given priority in registering for the first type of classes, and part-time adult students for the second.[22]
- **Coordinate registration priorities with the continuing education or re-entry office and with the academic divisions to be certain part-time re-entry women will have access to the courses they need to complete their degrees.** A system covering the first two years of bachelor's work has been set up by the Center for Continuing Education of Women at the University of Michigan.[23]

FINANCIAL AID[24]

> *"Even adults with demonstrated financial need are not always considered to be 'really needy.' After all, the argument goes, the returning woman has been supported by her husband all along, so why should she now get financial aid?"*
>
> **—The Determination of the Financial Need of Adult Part-Time Students in Post-Secondary Education[25]**

Adequate and suitable financial aid is often difficult for the part-time re-entry woman to come by, and many potential re-entry women have cited lack of such assistance as a major barrier to college enrollment.[26] However, this is an area in which changes are occurring for adult part-time students generally, and more specifically, for less-than-half-time students. This latter group, previously excluded entirely from federal aid eligibility, are particularly likely to be re-entry women.[27] They may well be prohibited from taking more than one course by lack of funds, work responsibilities, family commitments or lack of self-confidence. Under the Higher Education Amendments of 1980, institutions may, at their discretion, use up to 10 percent of federal allocations under the College Work-Study and Suplemental Educational Opportunity Grant Programs [SEOG] to aid less-than-half-time students.

However, it takes more than change in federal aid legislation to guarantee re-entry women parity of access to available funds. Many part-time re-entry women have long assumed they do not qualify for federal financial aid because they are not full-time students. Yet for several years, the major federal aid programs[28]—including work-study—have been available to students enrolled at least half-time in degree and some certificate programs. Recently the federal government revised its needs assessment formula so it is more equitable for independent students as compared to dependent students—especially for independent students who have dependents themselves—e.g., single parents with children. The government has also lengthened the period of aid eligibility to accommodate part-time programs. Nevertheless, although many adult part-time students, including re-entry women, are *technically eligible* to receive federal aid, financial aid administrators in postsecondary institutions often give preference to full-time students over less than full-time students, and are especially likely to question both the "need" and the "seriousness" of returning women students.[29] This attitude has also prevailed at many sources of institutional and private financial aid: part-time and/or adult students have generally been deemed ineligible to receive support.

What the Institution Can Do

- **Make certain that financial aid administrators are familiar with all changes mandated by the Higher Education Amendments of 1980.**
- **Advise potential part-time re-entry women about their eligibility for federal financial aid.** Include this information in materials aimed at recruiting re-entry women.
- **Inform part-time re-entry women of the number of years of eligibility they have under various federal programs at the outset,** as they can be prepared to make alternative funding plans if eligibility for federal aid ends before they complete their education.
- **Inform part-time re-entry students of state aid programs for which they are eligible.** Minnesota, for example, offers "Minnesota Part-Time Student Grants" which fund participation in either degree or certificate programs. Florida has a similar program.
- **Review eligibility requirements for institutionally based aid to determine if part-time students can be eligible.** Collect data to determine if part-time students are more likely to receive loans, rather than grants. If necessary, revise eligibility criteria and distribution of loan and grant funds, so that part-time students have equitable access to grants.
- **Set up guidelines to help financial aid officers develop aid "packages" geared to the needs of adult part-time students, including re-entry women.** Institutions are often reluctant to award grant funds to adult part-time students, and instead offer loan and work awards which may be burdensome or impossible for those who have existing indebtedness

and/or full-time work commitments.[30]

- **Coordinate efforts of the continuing education or re-entry office, the academic divisions, and the financial aid office to provide financial assistance to re-entry women.** The Center for Continuing Education of Women at the University of Michigan operates in conjunction with other offices to make awards for full-time or part-time study on any of the university's campuses to women whose undergraduate or graduate work was interrupted.[31]
- **Develop a separate alumni association for part-time adult students with several different dues categories.**
- **Encourage part-time re-entry women graduates to earmark their contributions for scholarship funds to aid other re-entry students.**
- **Encourage alumni organizations to aid returning students.** Those alumni who participate in the work force and/or have family responsibilities themselves are likely to understand the funding needs of adult part-time students and to be willing contributors.
- **Set aside a portion of the institution's budget for scholarships for needy part-time adult students who do not qualify for federal aid.**[32]
- **Initiate a "Part-time Re-entry Fund" to provide grants, loans, and/or work opportunities for part-time re-entry students.**
- **Set up an institutional "family plan"** and include part-time students. Some institutions enable adults to return to school at a discount if one member of the family is already enrolled full-time.[33]
- **Adopt an educational savings plan in cooperation with local industries.** Such plans have been offered by Kimberly Clark Corporation since about 1975. The corporation sets up educational savings plans for each eligible employee and family member, and matches additional employee contributions up to a certain amount.[34] Part-time adult students are eligible.
- **Compile a list of local employers who have tuition refund programs, and alert women to the possibility that their employers may be willing to defray educational costs** even if they attend school part-time.
- **Provide part-time re-entry women with lists of private organizations that provide financial aid.** Include professional organizations, corporate foundations, and other groups who offer aid to returning women for part-time study—e.g. the Business and Professional Women's Foundation, the Clairol Loving Care Scholarship Program, etc. (The re-entry or continuing education office might develop such a list in cooperation with the financial aid office for inclusion in admissions materials.)

Tuition Costs for Part-time Re-entry Students

Just as admissions policies concerning part-time adult students vary widely from institution to institution, so does the cost of part-time tuition. Some institutions charge part-time students substantially more than full-time students for each credit hour; others offer part-time students a reduced rate. Ironically, some fee structures, particularly at large state universities, may favor part-time students who live out-of-state. At one institution, for example, non-resident, part-time students pay the same fees as state residents, while non-resident, full-time students pay more than twice as much as state residents enrolled full-time.

What the Institution Can Do

- **Evaluate fee structures and develop an equitable policy for part-time students' fees.**
- **Waive or allow reduced fees for services not likely to be used extensively by part-time students, such as parking fees.**
- **Allow optional fees for services that may not be needed by all part-time students, such as health and student activities fees.**

TRANSFER POLICIES AND RESIDENCY REQUIREMENTS[35]

Transfer policies and residency requirements can be major obstacles to degree completion for part-time re-entry women. Such barriers include:

- policies or practices prohibiting transfer of credits for independent study, extension and/or evening classes toward a degree—even when those credits have been earned through various divisions of a single institution
- residency requirements which specify that a certain number of credits must be taken as a full-time student in order to complete a degree

Residency requirements, in particular, may make it impossible for many re-entry women to complete a degree—regardless of how long they attend an institution, how well they perform, or how many credits they earn.

What the Institution Can Do

- **Allow students to fulfill residency requirements through part-time study and off-campus credit courses.**
- **Examine existing policies to be sure students can combine evening, weekend, independent study, extension and other credit work with regular college day and evening classes for credit toward a degree.**
- **Evaluate policies concerning the transfer of credit from other institutions to see if they have a disproportionate impact on re-entry women, many of whom have had to interrupt their education not once, but several times.**

EARNING A DEGREE PART-TIME: FLEXIBLE COURSE SCHEDULING IS A NECESSITY[36]

Institutions are becoming increasingly aware of the need to provide part-time adult students with scheduling options that will allow them to earn a degree and to do so within a reasonable period of time. For women who have not only a job but also family responsibilities that limit both their time on campus and the amount of

time available for class preparation, the following may be major obstacles to earning a degree:

- class schedules that require them to spend a great deal of time on campus between classes or that effectively deny them access to required courses
- disqualification from participation in internships and field work
- lack of access to professors or advisors whose office hours may be inconvenient for part-time students with limited time on campus

By providing flexible and varied scheduling options and by fostering communication between faculty and part-time adult students, many institutions have found they can accommodate the needs of most part-time students, including re-entry women, without changing course content or altering academic standards.

What the Institution Can Do

- **Explore innovative options for scheduling part-time study, such as weekend colleges, cooperative education, summer courses, short-term evening classes and external degree programs.** (A brief description of each of these options along with a discussion of the opportunities they may afford re-entry women is reprinted from the Project's paper, "Obtaining A Degree: Alternative Options for Re-entry Women," and attached as an appendix.)
- **Open up classes in all sessions to any part-time student who wishes to attend,** e.g., allow part-time students who usually take evening classes to take a course during the day if they are able to do so.
- **Extend opportunities for cooperative education programs (internships) and other field work experience to part-time degree and other adult education students.** This can be especially important for re-entry women, many of whom may be deterred from pursuing the professional or paraprofessional fields they are interested in by lack of access to part-time clinical field work or related experience.[37]
- **Establish part-time degree criteria in each major consistent with course offerings available to part-time and evening students.** Work cooperatively with the re-entry or continuing education office and academic departments to establish procedures for setting up alternative ways to meet departmental or divisional requirements when particular courses are not available.
- **Offer evening and weekend classes on a sequential basis** to facilitate completion of degree requirements.
- **Distribute a listing of degrees which can be earned by evening attendance to potential re-entry students.**
- **Foster cooperation between the re-entry or continuing education program and the academic divisions in planning course schedules to facilitate degree completion by adult part-time students and re-entry women.** The Center for Continuing Education of Women at the University of Michigan has worked with the academic divisions to schedule courses for evening and other adult students.[38]
- **Set up block-scheduled courses so that students can include several courses in a small time segment.** The University of Houston (TX) offers an afternoon program in a special block from 12 noon to 5 p.m. A joint project of the College of Humanities and Fine Arts, Natural Sciences and Mathematics and Social Sciences, these block courses are designed to help students seeking a degree meet the university's general requirements, and are open to non-degree students as well. The Women's Program at Seattle Central Community College (WA) offers college orientation, basic skills, and career planning courses in a block of time geared to re-entry students with school age children.
- **Offer workshops for credit in shortened time-frames, and/or short courses of intensive study so that employed re-entry women can complete them.** Students 25 or over who have already finished two years of college can participate in the "One Course at a Time" program at Cornell College (IA). Each course lasts 3½ weeks, thus allowing students to give one subject their undivided attention, and to complete a course while on vacation or release-time from work. National University, San Diego (CA), offers courses in month-long modules.
- **Set up meetings between departmental representatives and those part-time re-entry women who are certain of their majors to discuss availability of course offerings for part-time students and projected time-frames for degree completion.**[39]
- **Encourage faculty to establish "telephone hours" when they will be available to answer questions and discuss problems with their advisees.** Alverno College (WI) has set up such a system.

SUPPORT SERVICES[40]

In order for part-time adults to participate fully in higher education, flexible course scheduling alone is not sufficient. Access to support services is equally critical. Re-entry women share the need all students have for basic services, facilities and learning resources such as administrative offices, libraries, language labs, bookstores, and study skills centers. Additionally, part- time re-entry women may also have specialized needs in a number of other areas, such as: transportation and commuter services, housing and food service, medical insurance and health care, and student employment and graduate placement services. Since they are likely to have family and/or job responsibilities and to have been out of school for some time, re-entry women may also have a particular need for counseling services to ease their transition back into academe, and/or for child care services to make this transition possible.

Many institutions have found ways to extend support services to part-time adult students, and to publicize them so that part-time re-entry women—who generally have little time on campus to gather information from staff or other students—are able to make full use of

them.

Because several of these services are crucial for *all* re-entry women, the Project on the Status and Education of Women has published separate papers on counseling, campus child care, basic skills and refresher courses, and student support services. Many of the recommendations in those papers are of particular importance for re-entry women who enroll on a part-time and/or evening basis. A selected list of those recommendations has been compiled here, along with additional suggestions and strategies for change. Readers with an interest in a particular area may want to read the full list of recommendations in the paper specifically dealing with those issues.

What the Institution Can Do

Information Services

- **Develop a handbook specifically designed to meet the needs of part-time re-entry women.** Provide a list and description of support services particularly relevant to part-time re-entry women's needs. Include hours of operation, and the name and phone number of a contact person or office to call for additional information about each entry. Distribute the booklet through the re-entry or continuing education office, and include a copy with recruitment materials aimed at part-time students. The University of Maryland has published a similar handbook, "Second Wind," for all re-entry women.
- **Publish a newsletter for part-tme and/or evening students.** Many institutions have such newsletters, often put out by a part-time or evening students' association.
- **Encourage the student newspaper to include items about, and of interest to, part-time students.**

Extended Hours

- **Extend the hours of administrative offices, learning resources, counseling centers, etc. to include evenings and weekends. Where budgetary constraints prohibit extended hours on a regular basis, open offices later one or two days a week, and keep them open those evenings.** Hood College (MD) keeps its library, health center, and learning assessment and resource center open regularly in the evenings. Its admissions, continuing education, financial aid and registrar's office are kept open one night a week, as are its student affairs department and student bank.

Child Care

- **Assess the need for child care services on or near campus.** Include part-time students, especially women, in the evaluation process. Part-time adult students, especially part-time re-entry women, are more likely than most groups of students to need child care arrangements as a condition for enrollment.
- **Evaluate child care facilities to be certain they are available to part-time students.** Some institutions with child care facilities effectively exclude part-time re-entry women by requiring that each student use campus child care facilities a minimum number of hours per week to be eligible to use them at all. Others set no such minimum, while some, like Alverno College (WI), offer drop-in babysitting services at a nominal fee specifically for part-time students.
- **Provide child care services in the evening and on weekends** for part-time re-entry women and other adult students attending evening classes, weekend colleges, or special conferences on campus.
- **Develop a cooperative child care program with other colleges and universities in the area to maximize scheduling flexibility.**
- **Where possible, provide a variety of child care services at different locations on campus.** In addition to an early childhood learning center which has cared for the children of students, faculty, and community residents, Federal City College (now part of UDC) offered babysitting services for 3- to 6-year olds in the library's media center. Children were able to enjoy the college's audio visual resources while parents studied.

Transportation to and from Campus

- **Evaluate the transportation needs of part-time students, including re-entry women. Include re-entry women in the evaluation process.**
- **Where possible, make special arrangements for part-time students to use transportation services provided by municipal departments and community organizations.** Parks and recreation departments, the Girl Scouts, and boards of education often own and operate their own buses and will sometimes cooperate in the transportation of older students to campuses and other locations.[41]
- **Establish a student minibus system and extend ridership eligibility to part-time students.** Georgetown University (DC) operates five minibus routes in the greater Washington area and provides service for full- and part-time students travelling from off-campus housing to the main campus and also to the University's Law Center. Buses operate most evenings until midnight, on extended hours during exam periods, and on weekends on a reduced schedule. The GUTS (Georgetown University Transportation System) service is operated by students employed part-time, and carries passengers with student ID's for a fare of 40¢.
- **Coordinate commuter services and publicize their availability.** Hood College (MD) has set up a commuter affairs office to help students with transportation problems, established a commuter student union, provided for emergency overnight housing,and published a "Commuter's Guide to Hood College."
- **Use tuition rebates to help commuting students defray the cost of driving to campus.** Simpson Col-

lege (IA)—using the slogan "You take the class. We'll pay the gas" in billboard and radio spots— offers students a tuition reimbursement based on distance and frequency of trips.

- **Give part-time students, including re-entry women, a parking lot sticker at no charge,** or at a fee less than that charged full-time students.
- **Reserve a centrally located parking area for part-time commuters.**

Transportation on Campus

- **Minimize on-campus transportation problems by clustering classrooms, offices and other facilities likely to be used by re-entry women.** Harvard University (MA), for example, uses Dudley House for non-resident undergraduates to house the institute for learning in retirement, the continuing education offices, a library and a cafeteria. Where such consolidation is not possible, an institution might make a particular effort to locate classes for re- entry women close to the library, cafeteria and administrative offices.
- **Advise re-entry women, particularly if they are evening students, which parking lots are near campus shuttle buses.** Mail maps which show parking lots and shuttle bus routes to re-entry women in advance of their arrival on campus.
- **Provide a buddy system or an escort service for students who are taking evening classes.** At many institutions, campus police will provide such a service.[42]
- **Provide a lounge where part-time commuters can study between classes or meet with other part-time students.**

Housing

- **Examine existing student housing policies to assess whether they have excluded use of such facilities by part-time students and/or by students over a certain age.** (Such age limitations may violate the Age Discrimination Act of 1975.)
- **Provide short-term housing for part-time and non-resident re-etnry women during examination periods, and for re-entry women who take only a few courses but travel long distances to do so.**
- **Develop plans for emergency overnight housing** for use by commuter students when inclement weather makes travel difficult or impossible.
- **Reserve space in existing dormitories or in off-campus facilities for weekend college students** who may wish to remain on campus those weekend evenings when classes are sheduled. A number of institutions which offer weekend colleges, such as Mundelein College (IL), the College of St. Catherine (MN) and Marymount College (NY) provide such facilities. Students from other states often come great distances for these programs, some commuting each weekend by air travel.
- **Reduce the number of credits required for students to be eligible to live in campus housing.** The University of Wisconsin, seeking to ensure that low-cost university-owned housing was available to those students with the greatest need, made such arrangements for students who were single parents.

Food Service

- **Extend the hours of full or limited cafeteria service** where possible. Lack of adequate food service may be a particular problem for re-entry women who are part-time evening students and commute directly from work to class.
- **Locate vending machines near classrooms used by evening and part-time students.** Such machines are most likely to be in dormitories and student unions which may be more convenient for full-time resident students than for part-timers.
- **Provide part-time re-entry women with a map showing locations and types of services**—dining halls, cafeterias, snack bars and vending machines—and designating their hours of operation.

Medical Insurance, Health Care Services, and Emergency Contact

- **Evaluate existing health insurance policies and health care services to see if part-time re-entry women and other part-time students are eligible to participate and are adequately served.** Include re-entry women in the evaluation process by surveying them for their opinions about existing policies, soliciting their suggestions for improvements, and having them serve on an evaluation committee. Also include on the committee personnel from health services, continuing education and other concerned staff.
- **Offer medical insurance to all full-time, part-time, day and evening students.** Institutions may wish to charge a separate fee for these services if part-time students are not currently required to pay a comprehensive fee which includes medical coverage.
- **Work with insurance companies to devise a plan that extends individual and/or family coverage to less than full-time students.**
- **Ensure that medical insurance policies are free of age limitations which may have a discriminatory impact on re-entry women.** (In some states, student health insurance policies are available for *full-time* students only if they are between the ages of 19 and 26. Such restrictions, whether applied to full- or part-time students, may violate the Age Discrimination Act of 1975.)
- **Offer medical and health care services for part-time students, including day and evening students.** Institutions may wish to charge a separate (prorated) fee for these services if all students are not already required to pay a comprehensive fee for them.
- **Provide medical and health care services on a flexible schedule so that such services are available to part-time and evening students** as well as to full-time day students. If additional hours are not feasible because of budgetary constraints, consider

opening later one day so that the clinic can remain open that evening.

- **Provide re-entry and other women students—particularly part-time evening students—with an emergency contact service.** Women students at Northwestern University (IL) leave the Program on Women's office telephone number with their child care providers, children's schools and/or husband's employer, and supply the Program with a copy of their own class schedules. The University of Maryland offers a similar service.

Basic Skills Programs and Refresher Courses

- **Evaluate all existing basic skills and refresher course programs to be certain that part-time students are eligible to enroll.**
- **Develop a range of credit and/or non-credit basic skills workshops and courses for re-entry women and schedule them at different times during the day and evening and on weekends.**
- **Offer basic skills programs in block scheduling format during the hours re-entry women with school age children are likely to be able to attend.** Seattle Central Community College's Women's Program (WA) offers basic skills, college orientation and career planning courses from 1:00 to 3:00 p.m.
- **Provide self-paced individualized learning courses to help re-entry women brush up their skills by using "take home" audio cassettes, study guides and reading assignments.** REACH (Renewed Expectations for Adults in Continuing Higher Education) at the University of Michigan, Dearborn, offers several such courses.
- **Offer basic skills help in specific areas—such as writing—in a drop-in setting publicized to attract part-time re-entry women.** Alternatively, offer peer or professional help at designated times in the women's center and/or continuing education office.

Student Employment

- **Train personnel about federal and state laws relating to sex and age discrimination in campus employment.**
- **Evaluate campus employment office practices to determine whether full-time students of traditional college age are given preference over part-time and/or adult students for campus employment opportunities.**
- **Be certain all staff in the student employment office are knowledgeable about changes in the Higher Education Amendments of 1980 which extend work-study and other options not only to half-time, but also to less-than-half-time students.**
- **Gather data about part-time adult students (by sex) to evaluate how well student employment services aid part-time women and men compared to other students.** Include data about part- and full-time students, as well as those seeking work-study positions.
- **Coordinate activities with the re-entry or continuing education office as well as with the financial aid office** to provide part-time re-entry women with the employment options most suitable to their circumstances.
- **Include information about cooperative education programs in materials distributed to part-time re-entry women.** Such programs enable students to gain on-the-job experience in paid or unpaid internships while completing a degree.[43]
- **Keep the student employment office open during hours when part-time re-entry women are likely to have access to it.** If budget constraints preclude regular extended hours, open late one day so that the office can remain open in the evening and/or keep the office open some weekend hours at the beginning of the semester.
- **Adopt a flexible approach to the employment of student hourly workers in jobs for which work is ongoing and daily deadlines are not usually imposed.** In such positions, part-time re-entry women might work irregular hours convenient for them, and still meet the job's requirements by week's end. The University of California at San Diego, for example, will sometimes allow students who qualify for work-study to work flexible hours.

Graduate Placement Services

- **Develop materials, workshops and other programs to help prospective employers understand the benefits of hiring re-entry women graduates *and to give full value to a degree earned on a part-time or evening basis.***
- **Provide employers with information about sex and age discrimination.**
- **Encourage employers to hire part-time personnel and/or to provide opportunities for re-entry graduates with family responsibilities to share full-time professional positions.**

Extracurricular Activities

- **Evaluate student activity eligibility and fee policies** to be certain re-entry women are not excluded by virtue of nonresident or part-time status. Where possible, offer a reduced student activity fee.
- **Encourage student government and other campus groups to develop extracurricular activities that include both part-time and full-time re-entry students.** For example, the student government might sponsor special social events such as an annual dance or dinner for part-time re-entry students.
- **Encourage participation of part-timers and other re-entry students in campus government.** Establish an advisory board composed of re-entry students to provide input on campus government decisions that might have particular impact on the part-time re-entry population.
- **Encourage student governmental bodies and other student groups to hold meetings on evenings or weekends** so part-time, evening and/or weekend re-

entry students are able to attend.

- **Encourage and assist in the development of a part-time adult student association.** Extend to such an association the same formal recognition and support typically given to other student associations.

GRADUATE STUDY[44]

"If the students were really serious about graduate school, they would find a way to go full-time."

The part-time student is likely to be perceived as either unmotivated or unwilling to make enough sacrifices to attend school on a full-time basis. The woman who wishes to enroll in graduate school on a part-time basis may encounter almost insurmountable barriers. Nowhere else does the assumption that part-time students are not "serious" have so great an impact. Yet the re-entry woman who seeks a graduate degree may be more committed to pursuing her education than her younger full-time classmates. Having been out of school she may value her education all the more. The fact that a re-entry woman may be precluded from attending graduate school full-time does not decrease her ability, her maturity or her level of motivation.

Re-entry women who wish to enroll in part-time graduate programs face all the barriers encountered by undergraduate part-time students—and then some. The policies and practices most likely to make it difficult for re-entry women to pursue part-time graduate study, or to prevent them from doing so, are:

- residency requirements which specify that a certain number of courses must be taken as a full-time student in order to complete a degree. This requirement, which tends to be especially stringent in graduate programs, is a particular hardship for many women who cannot fulfill such a requirement—no matter how long they attend the institution or how many credits they earn. For some, this requirement has meant postponing their education for many years or giving up the goal of obtaining an advanced degree
- imposition of a time limit for the completion of graduate study. At some institutions, a student has from three to seven years in which to complete the degree, after which she may be required to re-take doctoral preliminary examinations or simply be disqualified from continuing her studies. A part-time student may be unable to complete the course work within those limits
- lack of access to graduate professors and advisors whose office hours may be inconvenient for part-time students with limited time on campus
- lack of financial aid for part-time graduate study

What the Institution Can Do

- **Allow graduate students to fulfill residency requirements through part-time study,** and to attend school part-time, whether during the day, in the evening, or on weekends.
- **Maintain records on part-time graduate students and applicants to determine how they fare in relation to full-time graduate students. Evaluate any differences to see if new policies or services are needed.**
- **Re-evaluate policies regarding time limits on graduate degree completion with returning part-time students in mind.**
- **Determine when part-time graduate students are most likely to be on campus and encourage faculty members and administrators to hold office hours during those times.**
- **Encourage graduate professors and advisors to set up "telephone hours" when they will be available for consultation with advisees and other graduate students.**
- **Explore innovative options for scheduling part-time graduate study,** such as weekend colleges and short-term evening and morning classes. The C.W. Post Center of Long Island University (NY) offers a number of master's degree programs through its weekend college. Justin Morrill College (MI) has set up a schedule of courses on a sequential basis so a student can complete all work for a master's degree in selected fields by attending evening and Saturday classes.[45]
- **Allow part-time adult students, including re-entry women who do not fully qualify for regular admission, to enroll conditionally in graduate courses.** This gives students an opportunity to demonstrate their ability to succeed in graduate school. Numerous institutions already do this, by basing their decision on an evaluation of the student's overall potential. The practice of provisional admission has enabled many students, both women and men, to demonstrate their ability for graduate school, and to successfully enter and complete graduate degree programs. (Some institutions, such as New York University, are using special admissions tests for adults who wish to return for graduate as well as undergraduate study.)
- **Encourage the development of regional guides for part-time graduate students.** Alumnae associations are often active in the production of such guides. The Associate Alumnae of Douglass College (NJ), for example, surveyed nearby institutions to determine their policies regarding part-time and other study options, and published the results as "Part-time Graduate and Professional Study in the Metropolitan Area."
- **Include materials on part-time graduate study in recruiting activities and information.**
- **Make a lounge available to part-time graduate students** so they may study or meet other part-time students between classes.
- **Encourage the development of part-time residencies for medical students.** This would allow women with children to combine career and family responsibilities more readily. Some hospitals have already instituted part-time residencies.
- **Assign a particular person in the financial aid office**

to work with re-entry graduate students. This person should be well-acquainted with all forms of aid open to adult graduate students, including tuition reimbursement plans, special scholarships for re-entry students, and tuition waivers for retired persons.

- **When "half-time" or "full-time" study is a prerequisite for financial aid, translate these terms into number of credits the student must enroll for to be eligible. Include this information in all financial aid material.**
- **Develop financial aid for part-time graduate students.** (See the financial aid section of this paper as well as the information following for specific recommendations.)
- **Assess private scholarships administered by the institution to determine which ones can be applied to part-time graduate study. Make this information available to the financial aid office, the re-entry or continuing education office, and to potential part-time re-entry students.**
- **Publicize the existence of aid for part-time graduate students,** such as the Lena Lake Forrest Fellowship of the Business and Professional Women's Foundation.
- **Hold a workshop for potential returning graduate women to acquaint them with sources of aid available at the school and through their own community.** Many adults are not aware of local scholarships or tuition reimbursement plans available through employers.
- **Make short term loans available to students to tide them over while other sources of aid are being processed.** The University of Akron (OH) provides such loans for up to 60 percent of instructional and general services fees. No minimum credit load is required in order to be eligible.
- **Examine the criteria used for awarding research and teaching assistantships to assure that they do not disproportionately exclude part-time re-entry women who are otherwise qualified.**

Additional Recommendations

In addition to the preceding recommendations, institutions might also find the following strategies helpful for part-time re-entry women and other part-time students as well.

What the Institution Can Do

- **Issue a clear policy statement to help change faculty and staff attitudes about part-time re-entry women.**
- **Gather data about part-time re-entry students to assess the adequacy of institutional policies and practices.**
- **Set up an orientation session for faculty and staff to be conducted by the re-entry, continuing education or counseling center and by enrolled part-time re-entry women.** Use this session to sensitize faculty to the needs and capabilities of part-time re-entry women, and to foster cooperation between the re-entry or continuing education office and the academic departments.
- **Invite former part-time re-entry women to give campus lectures or presentations.**
- **Issue student ID's to part-time adult students, including re-entry women.**
- **Evaluate academic and other awards to determine whether part-time adult students are eligible to receive them.** Extend such eligibility to part-time students, or set up a parallel set of awards in each academic department.
- **Encourage the development of regional guides to part-time and other study options for re-entry women.** Alumnae associations are often active in the production of such guides. The alumnae associations of Barnard, Bryn Mawr, Mount Holyoke, Radcliffe, Smith and Wellesley, in cooperation with the University of Pennsylvania, helped fund *Return Engagement: A Woman's Guide to Part-time Work and Study in Philadelphia.* As mentioned earlier, the Associate Alumnae of Douglass College (NJ) surveyed nearby institutions to determine their policies regarding part-time and other study options, and published the results as "Part-time Graduate and Professional Study in the Metropolitan Area."
- **Publicize the achievements of part-time adult students, including re-entry women, in all campus media.**

CONCLUSION

The part-time re-entry woman may well encounter policies, practices and attitudes that are either dismissive or punitive because of her sex, her age, and her part-time status. Increasing numbers of institutions are setting up new programs or modifying existing ones to help the part-time re-entry woman overcome outmoded stereotypes and ease back into the academic environment, so that the adult part-time and evening student is no longer "the educational step-child" in higher education.[46]

NOTES

[1]These statistics were compiled and presented by Maureen Mackey in her article, "The Selling of Sheepskin," *Change,* April 1980, pp. 28-33.

[2]*Higher Education Daily,* August 27, 1980, p. 4.

[3]James L. Bowman and William D. Van Dusen, Educational Testing Service, June 1978, p. 25.

[4]Annette Cagiano, et al., "Academic Performance of Returning Adult Students," *College Board Review,* Winter 1977/78, pp. 13-16.

[5]Jerold Roschwalb, "The Case for Student Aid for Part-Time Students, Part I: Less Than Half-Time Students," *Continuing Higher Education,* Winter 1980, p. 4.

[6]Title IX of the Education Amendments of 1972 [20 U.S.C. Sections 1681-86 (1972)] prohibits discrimination on the basis of sex in all federally assisted education programs and activities. The Title IX regulation can be found at 34 C.F.R. Part 106 and at 40 *Fed. Reg.* 21428-45 (June 4, 1975).

[7]The Age Discrimination Act of 1975 [42 U.S.C. Sections 6101-6107 (1975)] generally prohibits, with some exceptions, age discrimination in federally assisted programs. The final government-wide regulation for the Age Discrimination Act can be found at 45 C.F.R. Part 90 and at 44 *Fed. Reg.* 33768-88 (June 12, 1979). The Act also requires each federal agency to issue agency-specific regulations. At the time of this writing (Fall 1980) agencies were in the process of issuing those regulations. For additional information, see "The Age Discrimination Act of 1975 and Women on Campus," Project on the Status and Education of Women, Association of American Colleges, 1978.

[8]R.D. Justice and Jacquilyn Amperse, "Attitudes, Attitudes: It's Time for a Change," *Policies for Lifelong Learning*, Report of the 1979 Assembly, American Association of Community and Junior Colleges, pp. 64-65.

[9]A number of the recommendations which appear in different sections throughout this paper are based on suggestions in *350 Ways Colleges Are Serving Adult Learners*, Future Directions for a Learning Society, the College Entrance Examination Board, New York, 1979; *Catalyst: General Information for the Returning Student*, Education Opportunities Series EI, Catalyst, New York, revised 1979; and Robert F. Ray, *Adult Part- Time Students and the C.I.C. Universities: A Study of Credit and Degree Earning Opportunities at Eleven Midwestern Universities*, Division of Continuing Education, the University of Iowa, Iowa City, 1977.

[10]Papers published as field test drafts include: "Barriers to Re-entry Women: College Transfer Policies, Residency and Graduation Requirements," "Campus Child Care: A Challenge for the 80's," "Financial Aid: Helping Re-entry Women Pay College Costs," "The Counseling Needs of Re-entry Women," "Obtaining A Degree: Alternative Options For Re-entry Women," "Recruitment and Admissions: Opening the Door For Re-entry Women," "Student Support Services: Re-entry Women Need Them Too," "Confidence and Competence: Basic Skills Programs and Refresher Courses for Re-entry Women," and "Re-entry Women and Graduate School," Project on the Status and Education of Women, Association of American Colleges, 1980.

"Project on the Status and Education of Women, Association of American Colleges, 1980. This paper explores a variety of scheduling options and credit programs offered on and off campus, describes methods for earning experiential learning credits through CLEP (College Level Testing Program) and other testing programs. It discusses both the advantages such options can offer re-entry women and the barriers that often make it difficult for re-entry women to use them. (Excerpts from "Alternative Options" are included as an appendix to this paper.)

[12]*The PER Report*, Vol. 1, No. 4, September 27, 1976, p. 1.

[13]For a more detailed discussion of recruitment needs and outreach strategies, see also "Recruitment and Admissions: Opening the Door For Re-entry Women," Project on the Status and Education of Women, Association of American Colleges, 1980.

[14]See also "Re-entry Women and Graduate School," Project on the Status and Education of Women, Association of American Colleges, 1980, as well as this paper's discussion of barriers to part-time enrollment in graduate school, p. 6.

[15]See also "Recruitment and Admissions: Opening the Door For Re-entry Women," Project on the Status and Education of Women, Association of American Colleges, 1980.

[16]For a discussion of some of the problems part-time adult students face in the college admissions process, see the paper "Adult Part-Time Learners in the '80's" by Carol Eliason, American Association of Community and Junior Colleges.

[17]The paper "Obtaining a Degree: Alternative Options for Re-entry Women," Project on the Status and Education of Women, Association of American Colleges, 1980, describes several such programs.

[18]*Catalyst*, p. 23.

[19]*(Class)rooms With No View: The Education of Returning Women Students*, Final Report to Colleges Participating in Project Second Chance supported by the Fund for the Improvement of Postsecondary Education, p. 5. See also the section "Earning a Degree Part-Time: Flexible Course Scheduling is a Necessity" in this paper, p. 6.

[20]*(Class)rooms With No View*, p. 5.

[21]Eliason, p. 9

[22]Robert F. Ray, *Adult Part-Time Students and the CIC Universities: A Study of Credit and Degree Earning Opportunities for Adults at Eleven Midwestern Universities*, Division of Continuing Education, The University of Iowa, Iowa City, 1977, p. 57.

[23]*Ibid*, p. 25.

[24]For a fuller discussion of financial aid and re-entry women, see also "Financial Aid: Helping Re-entry Women Pay College Costs," Project on the Status and Education of Women, Association of American Colleges, 1980. Several of the recommendations listed here also appear in that paper.

[25]James L. Bowman and William P. Van Dusen, Executive Summary, p. 4.

[26]Esther Manning Westervelt, *Barriers To Women's Participation in Postsecondary Education: A Review of the Research and Commentary as of 1973-74*, National Center for Education Statistics, Washington, DC, 1975, pp. 15-16.

[27]Roschwalb, p. 5.

[28]For a description of these programs, see "Financial Aid: Helping Re-entry Women Pay College Costs," Project on the Status and Education of Women, Association of American Colleges, 1980.

[29]Bowman and Van Dusen, pp. 25-27.

[30]*Ibid*, p. 27.

[31]Ray, p. 25.

[32]*350 Ways*, p. 30.

[33]*Catalyst*, p. 6.

[34]Leslie A. Rosow, "An Educational Benefits Program that Works," *Continuing Higher Education*, Winter 1980, pp. 10-12.

[35]For a more extensive discussion of institutional policies which contribute to this problem see also "Barriers to Re-entry Women: College Transfer Policies, Residency and Graduation Requirements" and "Obtaining A Degree: Alternative Options For Re-entry Women," Project on the Status and Education of Women, Association of American Colleges, 1980. Several of the recommendations in this section also appear in those papers.

[36]For further discussion of flexible scheduling arrangements, see "Obtaining A Degree: Alternative Options For Re-entry Women." A portion of that paper is reproduced as an appendix to this paper.

[37]Westervelt, pp. 19-20, 26.

[38]Ray, p. 25.

[39]See also Pam Mendelsohn, *Happier By Degrees*, E.P. Dutton, New York, 1980, p. 150.

[40]See also "Student Support Services: Re-entry Women Need Them Too," Project on the Status and Education of Women, Association of American Colleges, 1980.

[41]Ruth Weinstock, *The Graying of the Campus*, Educational Facilities Laboratories, New York, 1978, p. 105.

[42]See also "The Problem of Rape on Campus," Project on the Status and Education of Women, Association of American Colleges, 1978.

[43]For a discussion of internship programs (cooperative education) see "Obtaining A Degree: Alternative Options For Re-entry Women," Project on the Status and Education of Women, Association of American Colleges, 1980.

[44]See also "Re-entry Women and Graduate School," Project on the Status and Education of Women, Association of American Colleges, 1980. Several of the recommendations in this section also appear in that paper.

[45]Ray, p. 58.

[46]Justice and Amperse, p. 63.

SELECTED LIST OF RESOURCES*

Organizations

Adult Education Association of the U.S.A.
1225 19th St., NW
Washington, DC 20036

National University Continuing Education Association
One Dupont Circle, NW
Washington, DC 20036

American Association of Community and Junior Colleges
One Dupont Circle, NW
Washington, DC 20036

American Association for Higher Education
One Dupont Circle, NW
Washington, DC 20036

United States Association of Evening Students
c/o Lorraine Phillips
1016 Tyrus Ct.
Merrick, NY 11566

United States Association of Evening Students
53 Farragut Rd.
South Boston, MA 02127

Office of Educational Credit
American Council on Education
One Dupont Circle, NW
Washington, DC 20036

Council for Advancement of Experiential Learning
American City Building, Suite 212
Columbia, MD 21044

Publications

Bowman, James L. and Van Dusen, William D. *The Determination of the Financial Needs of Adult Part-Time Students in Postsecondary Education.* Princeton: Educational Testing Service, 1978. 138 pages. Discusses the financing of postsecondary education for adult learners, provides policy alternatives and outlines an agenda for further study. Available from: ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. $0.98 microfiche, or $10.87 hard copy.

Churgin, Jonah R. *The New Woman and the Old Academe: Sexism and Higher Education.* New York: 1978. 254 pages. Gives an overview of women in society: their socialization, expectations, and performance, and how this applies to women students, as undergraduates and graduates, in their choice of discipline and quest for fellowships. Makes special mention of women students in law and medicine. Explores the topic of sexism as an overriding influence in all of these spheres, and suggests strategies for change. Extensive bibliography included. Available from Libra Publishers, Inc., 391 Willets Rd., Roslyn Heights, New York, NY 11577. $7.95 (hardcover) plus postage.

College Entrance Examination Board. *350 Ways Colleges Are Serving Adult Learners.* New York: 1979. 47 pages. Suggests ways in which colleges can serve adult part-time and full-time learners. Recommendations cover an extensive range of issues affecting adult learners including needs assessment, program and course development, admissions and registration procedures, support services and financial aid. Also includes strategies for recruiting and training faculty and for institutional self-evaluation. Available from College Board Publication Orders, Box 2815, Princeton, NJ 08541. $2.00

College Entrance Examination Board. *Credit By Examination Comes of Age: Implications of AP and CLEP for Colleges, Schools, and Students.* New York: 1980. 168 pages. Based on a national invitational colloquium at the University of Wisconsin-Madison. Subjects addressed are: the economics of credit by examination, development of policies, interinstitutional aspects, measurement, historical perspective, and future prospects. Selected reading lists follow some sections. Available from College Board Publication Orders, Box 2815, Princeton, NJ 08541. $10.95 (Item #00122).

College Entrance Examination Board. *Paying for Your Education: Guide for Adult Learners.* New York: 1980. 72 pages. Provides comprehensive information for adult students regarding such issues as how to obtain financial aid, and opportunities for part-time study and comparative shopping for financial aid. Single copies are available for $3.50, 100-999 copies for $1.00 per copy, with further reductions in price for larger bulk orders from College Board Publication Orders, Box 2815, Princeton, NJ 08541.

Cross, K. Patricia and Zusman, Ami. *The Needs of Nontraditional Learners and the Responses of Nontraditional Programs.* California: 1977. 177 pages. University of California at Berkeley, Center for Research and Development in Higher Education. Includes a discussion of the accessibility of education to nontraditional students, a profile of their educational needs, and types of program responses at institutions around the country. Available from ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. $0.98 microfiche, or $10.03 plus postage, hard copy.

Eldred, Marilou Denbo and Marinau, Catherine. *Adult Baccalaureate Programs.* AAHE-ERIC Higher Education Research Report No. 9, 1979 American Association for Higher Education, Washington, DC: 1979. 66 pages. Discusses adults as new clientele, details barriers to adults' participation in degree programs, and describes components of curricular designs for flexible adult degree programs. Includes appendix listing adult baccalaureate programs by state and bibliography of relevant publications. Available from American Association for Higher Education, One Dupont Circle, NW, Suite 780, Washington, DC 20036. $4.00 prepaid.

Justice, R.D. and Amperse, Jacquilyn. "Attitudes, Attitudes: It's Time for a Change." *Policies for Lifelong Education:* Report of the 1979 Assembly, American Association of Community and Junior Colleges, pp. 62-74. Discusses problems part-time adult and evening students face in recognition, curriculum, support services, legislation, and financial aid. Offers recommendations for creation of a more favorable environment. Available from American Association of Community and Junior Colleges, Publication Sales, One Dupont Circle, NW, Suite 410, Washington, DC 20036. $5.00 prepaid.

Peterson, Richard E. and Associates. *Lifelong Learning in America: An Overview of Current Practices, Available Resources, and Future Prospects.* California: 1979. 532 pages. Synthesizes and interprets findings from over 30 large-scale surveys of the interests, preferences, and characteristics of adult learners; includes an extensive resource section. Available from Jossey-Bass, Inc., 433 California St., San Francisco, CA 94104. $17.95.

Ray, Robert F. *Adult Part-Time Students and the CIC Universities: A Study of Credit and Degree Earning Opportunities for Adults at Eleven Midwestern Universities.* Iowa: 1977. 424 pages. Discusses wide variety of programs for adult part-time students offered by the CIC universities. Includes appendices giving summary descriptions of the operations, policies and continuing education programs at each institution. Available from Division of Continuing Education, the University of Iowa, C108 East Hall, Iowa City, IA 52242. $4.00 prepaid.

Steiger, Joann M. and Kimball, Barbara. "Financial Aid for Lifelong Learning: The Special Case for Women," *School Review,* May 1978, Vol. 86, p. 395. Discusses the record of financial aid programs in helping women, structural problems (such as part-time study and the cost of child care) and makes recommendations for change.

*For additional resources in particular issue areas, see resource lists in separate re-entry papers published by the Project on the Status and Education of Women, Association of American Colleges, 1980. Several of the resources included here are also cited in those publications.

APPENDIX

ALTERNATE ROUTES TO PART-TIME STUDY*

Evening Programs

Re-entry students who attend class in the evening often do so as part-time students, although it is possible in some schools to be a full-time student taking classes at night. The drawbacks of evening study are primarily related to scheduling, as the following example attests:

> *"After getting home from work, and fixing dinner, I barely had enough time to make my 7 p.m. class. The campus library closed at 9 p.m.—just as my class would end."*

The problem here is not that the evening classes are scheduled at the wrong time. To the contrary, evening divisions are often the only viable means for employed women or those with small children to go to school. However, the accompanying services that many students need must also be available in the evening if the program is going to be successful. Often evening students cannot easily "get away once in a while" during the day to fill out forms in the financial aid office, talk to an academic counselor, pick up test scores, or use the library. Sometimes they must miss a day of work or hire a baby-sitter before they are free to do these things. The school that requires evening students to revert to daytime hours for certain procedures sends out the signal that night students are not as important as day students. To avoid giving this impression, institutions can make alternative arrangements so that the student services that are available as a matter of course during the day will be accessible at some time during the evening as well.

Summer Programs

Summer school has been around a long time. Many new courses with eye-catching titles start as summer courses when faculty use the summer sessions to try something different. But whether summer classes cover innovative or standard material, whether they are taken for credit or not, the demands of summer programs on the student are usually just as stringent as those in fall-to-spring courses.

Summer programs can be especially helpful for women who want to re-enter school. Women with children may be able to attend summer classes that take place while the children are in camp or at other supervised community center activities. Additionally, classes may coincide, at least partially, with vacation time that working women have. This would allow re-entry women more time to concentrate on study as they ease back into the academic world.

Apart from the convenience of scheduling for re-entry women, the content and presentation of summer programs can offer an appeal all their own. The summer "atmosphere" often takes some of the edge off the anxiety that new or returning students may experience. Once these students gain confidence in their ability to do well in summer school, it is not uncommon for them to continue their studies in the fall. For this reason, returning to school by way of summer session may appeal to many re-entry women.

Weekend Colleges

One of the newer scheduling alternatives for adult students is the "weekend college." Briefly described, a weekend college enables adults to attend classes on campus from Friday evening to Sunday afternoon several times a month, with the objective of earning an associate, undergraduate, or graduate degree. At some schools a weekend college student with a full course load can earn a degree in about the same time as a full-time "traditional" student. Programs vary somewhat from campus to campus, with some schools providing overnight dormitory facilities (Mundelein College, IL), meal programs (Marymount College, NY), and programs for children of students (C.W. Post Center of Long Island University, NY).

Since weekend colleges are still relatively new, many institutions offer a rather limited scope of degree programs through this plan. Undergraduate degrees in business, management, communications, and human services are among those most often available in a weekend college format. In many weekend degree programs, over 80 percent of the students are already working full-time and are pursuing a weekend degree for professional advancement. Some businesses encourage their employees to participate in weekend colleges by providing tuition reimbursement.

Aside from the obvious benefits that weekend degree programs afford the sponsoring institution, such as maximum use of facilities during an otherwise slack period and increased income, weekend colleges can be especially helpful to re-entry women as well. The scheduling of courses outside the work week clearly serves women who are in paid employment, or who are unable to leave their family responsibilities during the week. When available, the provision of dormitory space on campus for the weekend provides an amenable atmosphere for study, away from the distractions of home. At many schools, the number of women enrolled in the weekend college is double or even triple the number of men attending. (At C.W. Post Center of Long Island University, NY, the ratio of women to men enrolled is three to one.)

*Reprinted from: "Obtaining A Degree: Alternative Options for Re-entry Women" by Jeanne Fisher-Thompson, Project on the Status and Education of Women, Association of American Colleges, 1980.

Cooperative Education and Internships

Although it is still considered nontraditional by some, cooperative education has become one of the fastest growing academic trends in the last decade. In essence, cooperative education combines academic coursework with on-the-job or "internship" learning. This may take place simultaneously during the school year, or the student may spend one portion of a year studying and the remainder working in a chosen field. To participate, students usually need to be enrolled in a degree program, to have earned a specified number of credits, and to have maintained a certain average. The role of the school's "cooperative education" or field placement office is usually to identify and approve internship possibilities related to students' career goals, make contact with local employers, and suggest suitable student candidates to these employers for the job. Students then interview for the job themselves. In the following discussion, the terms "cooperative education" and "internships" are used synonymously, although some institutons define internships as non-paid and cooperative education placements as salaried positions.

By combining the theoretical and the practical, cooperative education gives students a solid introduction to the subject studied and experience in the field that may lead to permanent employment. It is not uncommon for former interns to be offered permanent jobs upon graduation or to be offered employment on the strength of a recommendation from the organization where the student was an intern. At the University of Maryland, for example, about 83 percent of the students participating in the co-op program were placed after graduation as a result of this experience.

Since most re-entry women are ultimately preparing for employment or advancement when they enroll in school, cooperative education seems especially suited to them. Unfortunately, *most re-entry women have never participated in a cooperative education program.* Why? Because most programs were designed for a different audience. For example:

- some programs are open only to undergraduates while many re-entry women are pursuing graduate degrees;
- the programs may be geared to young, inexperienced students and may not provide slots for adult students who have already handled a great deal of responsibility;
- the subjects in which cooperative education is available may not coincide with their employment goals;
- academic credit may not be available for the work experience, which would slow down progress toward graduation, especially if the re-entry student is attending part-time;
- internships may not be available on a part-time basis;
- the work schedules of the cooperating businesses may be too inflexible to accommodate a re-entry woman, especially if she has young children; and
- there may not have been any attempt to acquaint re-entry women with the option of cooperative education

External Degree Programs

Despite the existence of alternative scheduling options, many potential re-entry women still cannot arrange to attend class on campus. Sometimes the women live far away from the school, or cannot leave job or home responsibilities for any substantial amount of time. For these women, an "external degree" may be the answer.

External degrees are not new but, like other non-traditional methods of getting a degree, are often not well-known. By definition, an external degree is one that is earned primarily off campus without classroom-type instruction. Instead, external degree coursework often takes the form of self-directed study, with faculty acting as advisers rather than instructors. The total amount of time that a student would need to spend on campus in such a program varies anywhere from no time to a few weeks, depending on the school. In most cases, the degrees offered externally are limited to the associate and baccalaureate level.

Students are usually required to draw up a "learning contract" of some sort, specifying what they will do, and what they will be expected to learn in each subject area in order to receive credit. The actual coursework may be divided into separate assignments or more inclusive projects, requiring extensive reading, research, writing, or some sort of presentation, based on the student's major. For example, an art student might be required to read certain books on technique and art history, turn in progress reports in the form of papers and sketches, and present a final project in oils for a particular course.

The fact that the student can work at his or her own pace makes it difficult to generalize about how long it takes to earn an external degree. However, the number of credits required for graduation from an external degree program is usually comparable to that required for a "traditional" degree. For example, a typical graduation requirement for a bachelor's degree would be 120 semester credits in both cases. A student earning 15 credits per semester might be able to complete an external baccalaureate degree in about the same amount of time as a traditional student—four years. However, the independent work involved in an external degree program often takes

more time than a regular class, and since external degree candidates generally have other pressing responsibilities, such as employment and/or family, it is not unusual for them to take longer to obtain the degree.

External degree programs also accept credit for prior experience, by enabling students to apply credit for approved non-collegiate course work, CLEP, or other examination credit, and credit for life experience toward their degree. As a result, the amount of credit accepted for a student's prior experience by an institution can considerably shorten the time needed for a student to earn a degree.

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October 1980

RE-ENTRY WOMEN: PART-TIME ENROLLMENT, FULL-TIME COMMITMENT

FIELD TEST

You can assist us in evaluating this paper by completing the following short questionnaire. If you have additional comments, please use the back of this page or add another sheet. It will help us if you return this questionnaire in the enclosed pre-paid envelope by December 15, 1980 to:

Women's Re-entry Project
Project on the Status and Education of Women
Association of American Colleges
1818 R Street, NW
Washington, DC 20009

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Cut along dotted line.

1. What is your primary identification? (Check One)

a. ☐ College president or other administrator. Specify title .....
b. ☐ College faculty member, lecturer, professor
c. ☐ College student
d. ☐ Elementary or secondary school teacher or administrator
e. ☐ State or local education agency employee
f. ☐ Federal employee
g. ☐ Other. Please specify .....
.....

2. In addition, are you: (Check All That Apply)

a. ☐ An affirmative action officer or Title IX coordinator?
b. ☐ Directly involved in programs affecting re-entry women?
c. ☐ At a women's college?
d. ☐ A member of a *campus* committee on women, women's center or women's group?
e. ☐ A member of a *noncampus* women's group, women's center, or advocacy group (WEAL, NOW, National Women's Political Caucus, etc.)?
f. ☐ A member of a women's professional society or women's caucus or committee of an academic discipline?

3. If you are currently at a *postsecondary* institution:

a. Is it: ☐ public or ☐ private?
b. Is it a: ☐ university ☐ other 4-year college ☐ 2-year college or ☐ proprietary school?
c. Is the total enrollment: ☐ under 1,000 ☐ 1,000 to 5,000 ☐ 5,001 to 10,000 ☐ over 10,000?
d. In what state is your institution? .....

4. Do you think this is a useful paper?

a. YES (Respond to **ALL** reasons that apply)
1. ☐ to EVALUATE OR CHANGE POLICIES, such as .....
.....
2. ☐ to START NEW PROGRAMS OR EFFORTS to assist re-entry women, such as .....
.....
3. ☐ to REDESIGN OR IMPROVE EXISTING PROGRAMS OR SERVICES, such as ....
.....
4. ☐ to IDENTIFY NEW RESOURCES
5. ☐ to IMPROVE RECRUITMENT of re-entry women to campus by .....
.....
6. ☐ to TRAIN STAFF to work more effectively with issues regarding re-entry women
7. ☐ to EDUCATE OR INFORM OTHERS about the issues. Specify whom .....
.....
8. ☐ to EDUCATE MYSELF ABOUT THE ISSUES
9 ☐ OTHER. Please specify .....
.....

b. ☐ NO, this paper is not useful because .....
.....

5. What, if any, *important* omissions were there from the paper? (Respond to *ALL* that apply)

a. ☐ NONE, it covered all aspects of the topic well.
b. ☐ ISSUES should be described more fully. Please indicate how .....
.....
c. ☐ APPROACHES OR ALTERNATIVE REMEDIES were omitted. Please identify .....
.....
d. ☐ IMPORTANT MODELS OR INNOVATIVE PROGRAMS were not mentioned. Please identify .....
e. ☐ KEY RESOURCES were not mentioned. Please identify .....
.....
f. ☐ OTHER. Please describe any other omissions or suggested additions .....
.....

6. Did you find the paper to be clear, well organized and easy to understand?

a. ☐ Yes
b. ☐ It could be improved by .....
.....

7. If you found any factual errors or misleading statements in the paper, please identify them (indicating the page number, error or statement and include the correct information if possible). Use the other side of this page.

8. Please provide any additional comments or criticisms. Enclose other descriptive material, if desired, and use another sheet of paper if needed.